

### Develop Cousin Items for Reading, 2008-09

Task No	Item No	ExGLE	Item Description	EED Comments
				All 3/4 ExGLEs assessed
1.34	1.34A1-8	[3]1.1-1;[4]2.1-1	identify signs and symbols	DEVELOP eight more
	1.34B1-10	[3/4]1.1-2; 2.1-2	identify letter sound	DEVELOP 10 more
	1.34C1-8	[3/4]1.1-3, 2.1-3	blend sounds	DEVELOP eight more
	1.34D1-2	[3/4]1.1-4, 2.1-4	identify own name	Do not need to develop
2.34	2.34A-C	[3/4]1.2, 2.2-1	identify detail	
				DEVELOP: Stories needs to be simplified. Stories are choppy with too many nonessential details. Need four questions per story with one story per test. <b>See end of worksheet for example story and questions.</b>
				Use two stories for grades 3/4. Use different stories for every grade band.
				All 5/6 ExGLEs assessed
1.56	1.56A1-8	[5/6] 2.1-1	read words	DEVELOP eight more
	1.56B1-5	[5/6] 2.1-2	read sentences	DEVELOP five more
				DEVELOP:Stories needs to be simplified. Stories are choppy with too many nonessential details. Need questions on directions, beginning,end; main character, setting, details. One story per form. <b>See end of worksheet for example story and questions.</b>
	2.56A-C		reading passage	Use two stories for grades 5/6.
	2.56A-C1	[5/6] 2.6-1	directions	
	2.56A-C2	[5/6] 2.4-1	beginning, end	
	2.56A-C3	[5/6] 2.4-1	beginning, end	
	2.56A-C4	[5/6] 2.8-1	main character	
	2.56A-C5	[5/6] 2.2-1	details about story	
	2.56A-C6	[5/6] 2.2-1	details about story	
	2.56A-C7	[5/6] 2.2-1	details about story	
	2.56A-C10	[5/6] 2.8-2	setting	
	2.56A-C11	[5/6] 2.2-1; [5/6] 2.8-2	detail/setting	
	2.56A-C12	[5/6] 2.5-1	main idea	
	2.56A8-9, B8-9, C8-9	[5/6] 2.9-1	opinion/fact	DEVELOP as separate task from reading passage. Develop two sentences per form, one a straightforward fact, one an opinion related to the fact. Opinion will not be an emotion felt by a character. Ex.: Tigers are members of the cat family. Tigers are fascinating creatures.
	1.78A1-4	[7/8] 3.1-3	read words	DEVELOP four more
	1.78B1-7	[7/8] 3.1-2	obtain information	DEVELOP seven more
	1.78C.1-4	[7/8] 3.1-1	read sentences	DEVELOP four more
	2.78A1			DEVELOP following directions can either be a separate task or embedded in reading passage tasks, but should require student following written directions.
	B1, C1	[7/8] 3.5-1	directions	DEVELOP:Stories needs to be simplified. Stories are choppy with too many nonessential details. Need questions on directions, beginning,end; describe character, setting, plot. One story per form. <b>See end of worksheet for example story and questions.</b>
				Use two stories for grades 7/8.
	2.78A-C2	[7/8] 3.3-1	beginning, middle, end	
	2.78A-C3	[7/8] 3.3-1	beginning, middle, end	
	2.78A-C4	[7/8] 3.3-1	beginning, middle, end	
	2.78A-C5	[7/8] 3.4-1	main idea	
	2.78A-C8	[7/8] 3.7-1	describe characters	
	2.78A-C9	[7/8] 3.7-2	setting	
	2.78A-C10	[7/8] 3.7-2	setting	
	2.78A-C11	[7/8] 3.7-3	problem	
	2.78A-C12	[7/8] 3.7-3	resolution	
	2.78A-C6-7	[7/8] 3.8-1	opinion/fact	
		[9/10] 4.4-1		DEVELOP Need item to assess follow multi-step directions; enough items for two forms
	1.910A1-8	[9/10] 4.1-1	decode words	DEVELOP eight items
	1.910B1-6	[9/10] 4.1-1	identify root word	DEVELOP six items

	2.910A-B1	[9/10] 4.8-1	theme	DEVELOP: Stories need to be simplified. Stories are choppy with too many nonessential details. Need questions on theme; describe character, setting, plot, correct sequence. One reading passage should be a story; one should be an informative piece.
	2.910A-B2	[9/10] 4.6-1	main character	
	2.910A-B3	[9/10] 4.6-1	main character	
	2.910A-B4	[9/10] 4.6-2	setting	
	2.910A-B5	[9/10] 4.6-3	conflict/problem	
	2.910A-B6	[9/10] 4.6-3	prediction	
	2.910A-B9	[9/10] 4.6-3	plot	
	2.910A-B10	[9/10] 4.3-1	main idea	
	2.910A-B11	[9/10] 4.2-1	summarize in correct sequence	
	2.910A-B12	[9/10] 4.2-1	summarize in correct sequence	
	2.910A-B7-8	[9/10] 4.7-2	opinion/fact	DEVELOP as separate task from reading passage. Develop two sentences per form, one a straightforward fact, one an opinion related to the fact. Opinion will not be an emotion felt by a character. Ex.: Tigers are members of the cat family. Tigers are fascinating creatures.
Notes				
This is an example of a 3/4 story. Note that it has fewer details and is less choppy than the story in the existing test.				
<p>Example of story: Jill and the Zoo</p> <p>One day Jill and her mother went to the zoo. The zoo had a lot of animals. There was a polar bear that was big and white. There was a moose that was brown with big antlers. After walking through the zoo, Jill and her mother had lunch at a picnic table. A raven flew down and tried to steal their sandwiches. Jill laughed and laughed at the brave bird. The raven was her favorite animal at the zoo.</p>				
Ex. Questions				
Who is the story about?				
Where did the story take place?				
Name one animal that Jill saw.				
What did the raven do?				
<p>Notes on stories:</p> <p>Stories should increase in complexity for each grade span. Develop two stories for each grade span (see notes below on how current stories can be used). Do not reuse same stories for different grade spans. Current stories have too many extraneous details and are too choppy with no sentence variety. Partially correct answers in current test are sometimes correct answers. Scoring guide needs to explain that partially correct (one point) are only examples of possible responses.</p> <p>Sequencing for 9/10 should be about concrete events, not about the order emotions/feelings were presented in the story.</p> <p>Note on current stories:</p> <p>3/4 Jill and the Zoo appropriate for 3/4 with revisions</p> <p>3/4 Annie Goes to a Party appropriate for 3/4 with revisions</p> <p>3/4 Jimmy Rides the Bus appropriate for 5/6 with revisions</p> <p>5/6 Develop one more story</p> <p>7/8 Hannah's Homework--do not use</p> <p>7/8 Jan and the party appropriate for 7/8 with revisions</p> <p>7/8 Going to the City appropriate for 7/8 with revisions</p>				

### Develop Cousin Items for Writing, 2008-09

Task No	Item No	ExGLE	Description	EED Comments	
	Gr. 3/4 Items that need cousin items				
1.34A	1.34A1-11	[3/4] 1.1-1, 2.1-1; [3/4] 1.1-3, 2.1-3	copy letters	DEVELOP	
1.34B	1.34B1-7	[3/4] 1.1-1, 2.1-1; [3/4] 1.1-3, 2.1-3	copy words	DEVELOP	
1.34C	1.34C	[3/4] 1.1-2, 2.1-2	write first and last name	Do Not need to develop	
		[3/4] 1.2-1, 2.2-1	matching and sequencing objects, symbols, drawings or pictures to tell a story or provide information	DEVELOP To replace Task 1.34D write words from dictation, develop 2-4 items for this ExGLE: at least a two-sentence story	
	Gr. 5/6 Items that need cousin items				
1.56A	1.56A1-2		copy sentences	Not aligned; no need for cousin items of this type	
1.56B	1.56B	[5/6] 2.1-2	write first and last name	Do Not need to develop	
1.56C	1.56C1-5	[5/6] 2.1-1	write words from dictation	DEVELOP EED will change ExGLE to eliminate phonetic spelling; will change to spell simple sight words	
1.56D	1.56D1-3	[5/6] 2.2-1; [5/6] 2.3-1	write a sentence	DEVELOP ExGLE includes pictures and/or symbols; scoring protocol needs to take into account use of graphic product as specified in ExGLE	
		[5/6] 2.3-1	conventions of writing	DEVELOP To replace Task 1.56A Copy sentence, develop items similar to 1.78B with only one correction per sentence, either capitalization of first word or period at end of sentence. Need four sentences	

	Gr. 7/8 Items that need cousin items				
		[7/8] 3.4-1		DEVELOP items to assess ExGLE [7/8] 3.4-1 revision	Example of revision item could be to select correct word to complete a sentence: It was a _____ day. Choice: sunny green flat The woman sat on a _____. Chair water rain
1.78A	1.78A1-3	[7/8] 3.1-1	write a sentence from dictation	DEVELOP	
1.78B	1.78B1-3	[7/8] 3.3-1	conventions of writing	DEVELOP Task is labeled revise sentences; change title of task to "Conventions of Standard English." Too many corrections in a single sentence.	
	1.78B4-7	[7/8] 3.2-1	rearrange words to create a sentence	DEVELOP 1.78B4-7 Rename as separate task "Communicate Ideas Using Words" DEVELOP three more sentence since 1.910A5-7 can be used as cousin items for this task grades 7/8.	
1.78C	1.78C1-2	[7/8] 3.1-1; [7/8] 3.2-1	write a sentence	DEVELOP	
	Gr. 9/10 Items that need cousin items				
1.910A	1.910A1-4	[9/10] 4.3-1	identifying and/or correcting errors	DEVELOP Task is labeled revise sentences; change title of task to "Conventions of Standard English." Too many corrections in a single sentence.	A1-4: Too many corrections in a single sentence. Limit to one or two corrections per sentence. Assessor must be able to read sentence without giving away all the answers.
	1.910A5-7			Not aligned; no need for cousin items of this type	
1.910B	1.910B	[9/10]4.1-1; [9/10] 4.2-1	write a story	DEVELOP one topic	Page 07 Scoring for Ideas and Organization need to be explained for Write a Story
1.910C	1.910C1-6	[9/10] 4.4-1	word choice	DEVELOP six sentences. Change "milk and oats" to "water and oats" and change sentence to "into the pot." Add title to Student Materials page 18 "Bill Makes Oatmeal"	

	1.910C7-9	[9/10] 4.4-4	correct order	DEVELOP accompanies sentences for word choice above	EED will create new ExGLE [9/10] 4.4-4 for standards: Sequencing sentences to put them in correct order
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### Cousin Items to be Developed for Math, 2008-09

Task No	Item No	ExGLE	EED Comments--Dec 2007
			The 3/4 math test has 23 items (12 numeration items, 11 Geometry). Geometry includes 8 items that are double coded to F&R also)
1.34	1.34A1-8	[3/4] N-2	Include these existing items from SP 2008 in item review format
1.34	1.34B1-3	[3/4] N-3	Develop items that use pictures to show first and last as well as number lines
1.34	1.34C1	[3/4] N-1	Include these existing items from SP 2008 in item review format
2.34	2.34.1-8	Double code items 3/4 F&R-2 & 3/4 G-2	For [3/4] F&R-2 do not need to always use shapes to identify attributes as same or different; use pictures
3.34	3.34.1-3	[3/4] G-1 and G-2	Include these existing items from SP 2008 in item review format
			The 5/6 math test has 52 items. (Numeration=10 items, E&C=7, F&R=7, S&P=10, MEA=6, and G=12)
1.56	1.56A1-5	[5/6] N-2	Develop items 1-5 using different numbers from 2008
1.56	1.56B1-3	[5/6] N-3	Develop items that use pictures to show first and last as well as number lines
1.56	1.56C1	[5/6] N-4	Develop items 1-3 using different pictures
1.56	1.56D1	[5/6] N-1	Include these existing items from SP 2008 in item review format
2.56	2.56.1-7	[5/6] E&C-2	Develop seven new items
3.56	3.56.1-7	[5/6] F&R-1	Develop seven new items
4.56	4.56.1-10	[5/6] S&P-2	Develop items 1-10 w/ new chart and problems
5.56	5.56A1-2	[5/6] MEA-1	Develop sets of items to measure same, bigger/smaller and more
5.56	5.56B1-4	[5/6] MEA-2	Include these existing items from SP 2008 in item review format
6.56	6.56A1-8	[5/6] G-1	Include these 8 existing items from SP 2008 in item review format
6.56	6.56.B1-3	[5/6] G-2	Include these 3 existing items from SP 2008 in item review format
6.56	6.56C1	[5/6] G-3	Include this 1 existing item from SP 2008 in item review format
			There are 60 math items for grades 7/8 (N=11, E&C=7, F&R=9, S&P=10, MEA=12, G=11)
		[7/8] N-3	Need to develop two sets of items for ExGLE N-3 identifying place values of ones and 10s; no existing items in 2008 test
1.78	1.78A1-2	[7/8] N-2	Develop 2 more items
1.78	1.78B1-2	[7/8] N-5	Develop 2 more items using circles
1.78	1.78C1-5	[7/8] N-4	Develop two sets of items with one using different segment of number line and one using pictures
1.78	1.78D	[7/8] N-7	Develop item to skip count by 10s starting with number 10
1.78	1.78E	[7/8] N-1	Include this 1 existing item from SP 2008 in item review format
2.78	2.78.1-7	[7/8] E&C-2	Develop 7 new items
3.78	3.78A1-3	[7/8] F&R-1	Develop 3 new items
3.78	3.78B1-4	[7/8] F&R-2	Develop 4 new items
3.78	3.78C1-2	[7/8] F&R-3	Develop 2 new items
4.78	4.78.1-6	[7/8] S&P-1	Develop items 1-10 w/ new chart and problems; include concept of most in an item
4.78	4.78.7-10	[7/8] S&P-2	See above

5.78	5.78A1-6	[5/6] MEA-1	Develop 3 calendar items (e.g., how many days until ... or how many days in the week) and include these 6 existing items from SP 2008 in item review format
5.78	5.78B1-2	[7/8] MEA-2	Develop 2 new items
5.78	5.78C 1-4	[7/8] MEA-3	Include these 4 existing items from SP 2008 in item review format
6.78	6.78A1-6	[7/8] G-1	Include these 6 existing items from SP 2008 in item review format
6.78	6.78A7	[7/8] G-5	Develop 2 news items, one that is over and under and one that is beside
6.78	6.78.B1-3	[7/8] G-2	Include these 3 existing items from SP 2008 in item review format
6.78	6.78C1	[7/8] G-4	Include this 1 existing item from SP 2008 in item review format
			There are 59 math items for 9/10 (N=10, E&C=9, F&R=10, S&P=10, MEA=9, G=11)
		[9/10] G-2	Need to develop 3 items for ExGLE G-2 showing shapes as larger than, smaller than, same size as; no existing items in the 2008 test
1.910	1.910A1-5	[9/10] N-1	Develop 5 new items
1.910	1.910B1-4	[9/10] N-3	Develop 4 more items using circles
1.910	1.910C1	[9/10] N-2	Develop 1 more item with two-digit numbers
2.910	2.910A1-3	[9/10] E&C-1	Develop 3 new items
2.910	2.910B1-4	[9/10] E&C-2	Develop 4 new items
2.910	2.910B5-6	[9/10] E&C-3	Develop 2 new items
3.910	3.910A1-2	[9/10] F&R-1	Develop 2 new items
3.910	3.910A3-5	[9/10] F&R-2	Develop 3 new items
3.910	3.910A6	[9/10] F&R-1	Develop 1 new item
3.910	3.910B1-4	[9/10] F&R-3	Develop 4 new items
4.910	4.910.1-6	[9/10] S&P-1	Develop items 1-10 w/ new chart and problems (different from previous grades); should have a problem for which students need to be able to read a graph to solve it
4.910	4.910.7-10	[9/10] S&P-2	See above
5.910	5.910A1-6	[9/10] MEA-1	Develop 3 temperature items (e.g., show temperature on thermometer and match to appropriate clothing or weather conditions ) and include these 6 existing items from SP 2008 in item review format
5.910	5.910.B1-3	[9/10] MEA2	Develop 3 new items
6.910	6.910A1-8	[9/10] G-1	Develop 8 new items
6.910	6.910B1-2	[9/10] G-4	Develop 2 new items
6.910	6.910C1	[9/10] G-5	Develop 1 new items requiring the use of a ruler (include ruler in student materials)

## Cousin Items to be Developed for Science, 2008-09

Develop cousin items for all items.				General Notes: All pictures should have labels and test administration directions should state that teachers need to read labels	Old items will not change, but we are including comments from standard setting to guide the development of cousin items.
Task No	Item No	ExGLE	Alaska Content Standard	Item Content	
1.4	1	[3/4] SB1.1	B1-Concepts of Physical Science	Here are pictures of a rock, a feather, and a pencil. Which one is heaviest?	
1.4	2	[3/4] SB1.1	B1-Concepts of Physical Science	Here are pictures of a car, a basketball, and a baseball bat. Which one is made of wood?	Did not fit GLE well (that the bat is made of wood is not characteristic of common items); also, toy cars can be made of wood
1.4	3	[3/4] SB2.1	B1-Concepts of Physical Science	Here are pictures of a light switch a toaster and a watch. Which one can you turn on to light the room?	
1.4	4	[3/4] SB3.1	B1-Concepts of Physical Science	Here are pictures of a snow cone, a glass of something to drink, and steam from a tea kettle. Point to the picture showing water as ice. Point to the picture showing water as a liquid.	
1.4	5	[3/4] SB3.1	B1-Concepts of Physical Science	Here are two pictures of ice cubes. Point to the ice cube when it is frozen. Point to the picture that shows the ice cube melting.	
1.4	6	[3/4] SB4.1	B1-Concepts of Physical Science	The child is throwing an airplane. Put the pictures in order to show the airplane being thrown.	
2.4	1	[3/4] SC1.1	C1-Concepts of Life Science	Here are pictures of two tigers, two cows, and two people. Which picture shows a baby tiger's parents?	
2.4	2	[3/4] SC1.1	C1-Concepts of Life Science	All animals come from two parents. These are pictures of a cat, a pencil, and a rock. Which one develops from two parents?	
2.4	3	[3/4] SC2.1	C1-Concepts of Life Science	Here are pictures of a whale, a monkey, and a shark. Which animal lives on land?	
2.4	4	[3/4] SC2.1	C1-Concepts of Life Science	Here are pictures of a lion, a polar bear, and a zebra. Which animal lives where it is cold?	
2.4	5	[3/4] SC3.1	C1-Concepts of Life Science	Here are pictures of a rock, a bird, and a shoe. Point to the two pictures that are not living things.	
2.4	6	[3/4] SC3.1	C1-Concepts of Life Science	Here are pictures of a rock, a plant, and a pencil. All living things need oxygen to live. What would NOT live without oxygen?	Question could have been rephrased to avoid use of the negative: What needs oxygen to live?
3.4	1	[3/4] SD1.1	D1-Concepts of Earth Science	Here is a picture of soil, rocks, and a plant. Point to the soil. Point to the plant.	Pictures did not have labels (all pictures should have labels).
3.4	2	[3/4] SD1.2	D1-Concepts of Earth Science	Here are pictures of weather outside. Point to the sunny day. Point to the rainy day.	
3.4	3	[3/4] SD1.2	D1-Concepts of Earth Science	Here is a picture of a sunny day and a snowy day. Point to the picture that shows it is likely to be warm. Point to the picture that shows it is likely to be cold.	



3.4	4 [3/4] SD2.1	D1-Concepts of Earth Science	Here are pictures of scenery in Alaska (a river, a mountain, and a lake). Point to the river. Which one is the mountain? Which one is the lake?	
3.4	5 [3/4] SD2.1	D1-Concepts of Earth Science	Here are pictures of things we find on Earth, trees, a valley, and a field of wild flowers. Point to the trees. Point to the field of wild flowers.	
3.4	6 [3/4] SD3.1	D1-Concepts of Earth Science	Here is a picture of the moon and the sun. Which one can be seen most often at night? Which one can be seen most often in the day?	
4.4	1 [3/4] SG1.1	G1-History and Nature of Science	Here is a picture of a glass of milk. If a child tips it over, which picture shows what happens next? (milk stays in the glass or milk spills out of the glass)?	
4.4	2 [3/4] SG1.1	G1-History and Nature of Science	Here is a picture of a boy running and tripping over a branch. What is likely to happen if he trips on the branch? Picture of a boy running and picture of a boy falling with hands spread out in front).	
4.4	3 [3/4] SG1.1	G1-History and Nature of Science	Here is a picture of a girl kicking a ball. What is likely to happen to the ball? (Picture of ball rolling forward and picture of ball staying in place).	
4.4	4 [3/4] SG2.1	G1-History and Nature of Science	Here are pictures of different things that you can sometimes see in outside settings. Point to the tree. Point to the cloud. (include a picture of a dog).	
4.4	5 [3/4] SE3.1	E1-Science and Technology	This is a piece of paper. Point to which is used to make paper for books.	
4.4	6 [3/4] SE2.1	E1-Science and Technology	Here are pictures of scissors, glasses, and a newspaper. Point to the picture showing what you need to cut the newspaper. Point to the picture showing what some people need to read the newspaper.	This has more than one answer because "need the newspaper" is a correct answer.